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# Roadmap to Civic Engagement (Adapted for Washington Service Corps)

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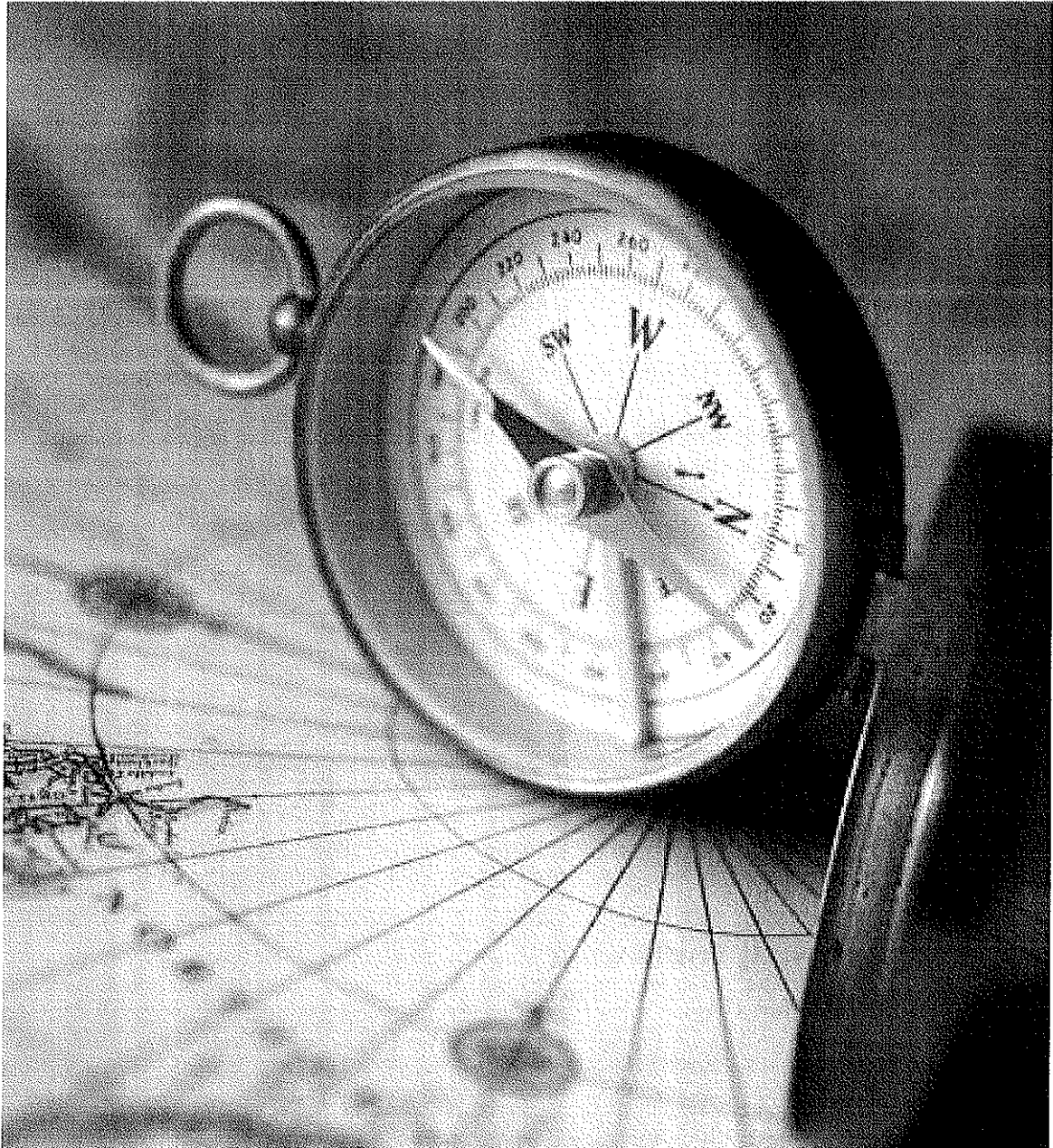
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# ROADMAP

TO CIVIC  
ENGAGEMENT  
ABRIDGED EDITION

**ESD**<sup>112</sup>  
EDUCATIONAL  
SERVICE  
DISTRICT 112

A PUBLICATION OF SERVICE-LEARNING NORTHWEST

## MANUAL SUMMARY

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ESD 112  
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# INTRODUCTION

## ROADMAP *to Civic Engagement*

Adapted for Washington Service Corps

Service-Learning Northwest partnered with Washington Service Corps (WSC), a statewide AmeriCorps program, to implement the *Roadmap to Civic Engagement* program in its 2002-2003 pilot year.

**Service-Learning Northwest (SLNW)**, a program of Educational Service District 112, was established to meet the training, technical assistance and resource needs of educators, students, youth and community-based organizations throughout the service-learning and service communities. SLNW promotes service-learning excellence through the development of high quality service-learning practices and tools for success. Please visit our web site for information about products and services offered by Service-Learning Northwest at [www.servicelearningnw.esd112.org](http://www.servicelearningnw.esd112.org).

The *Roadmap to Civic Engagement* was developed to provide young people with both the skills and knowledge needed to effectively address issues and needs in their own community. Many young people today are looking for opportunities to act on their interests and get involved with their community and the *Roadmap* is an avenue for action and a vehicle for involvement.

This edition of the *Roadmap* is designed for implementation with young people in community-based settings outside of a classroom.

WSC is the oldest publicly funded statewide service program in the nation. WSC was created by the state legislature in 1983, and since then has challenged thousands of young adults with hundreds of opportunities to get things done by addressing critical needs in their local communities. Administered by the Employment Security Department, the WSC serves as an intermediary for community and faith-based organizations as well as education institutions and local government entities in addressing unmet community needs and providing young adults with meaningful service experiences.

For the implementation of a *Roadmap to Civic Engagement*, WSC developed a program structure to allow more than 800 AmeriCorps members to civically engage up to 1,000 young people in projects based on a service-learning methodology. Twenty-two project sites partnered with local community nonprofit and faith-based youth-serving organizations to deliver a *Roadmap to Civic Engagement* throughout the state of Washington.

## A Word About the Goals of a *ROADMAP to Civic Engagement*

*"America has never been united by blood or birth or soil. We are bound by ideals that move us beyond our backgrounds, lift us above our interests and teach us what it means to be citizens. Every child must be taught these principles. Every citizen must uphold them. And every immigrant, by embracing these ideals, makes our country more, not less, American."*

*President George W. Bush*

Central to the American ideals expressed by President George W. Bush are "life, liberty, and the pursuit of happiness," the guiding principles that this country was built upon. The pursuit of these ideals cannot be separated from specific actions, knowledge, values, and skills. The *Roadmap* seeks to help individuals rediscover the substance of these ideals and how they impact all who call this country home.

There is no belief more basic or more deeply ingrained in the American consciousness than that of individual freedom for all. President Franklin D. Roosevelt spoke in terms of four specific freedoms that he felt comprised the very core of this American ideal. "The first," he said, "is freedom of speech and expression -- everywhere in the world. The second is the freedom of everyone to worship God in his own way, everywhere in the world. The third is freedom from want . . . everywhere in the world. The fourth is freedom from fear . . . anywhere in the world."

Through a *Roadmap to Civic Engagement*, participants will have the opportunity to rediscover these freedoms. In addition, participants will help ensure that the freedom of expression, the freedom of worship, and the freedom from a life of want and fear, are more secure for them, their family and their community. Or, as the Founding Fathers put it, to "secure the Blessings of Liberty to ourselves and our Posterity."

*Roadmap* is not about political or cultural conformity. It is about the power of civic engagement for all who have chosen to live in this country. It is an opportunity to learn the values, the history and especially the actions that have formed the foundations of this nation and continue to shape it today. Not to indoctrinate, but to inform. Not to conform, but to free. Not to disenfranchise, but to engage and empower Americans (of all status) to work to make this country, as Rosa Parks once said, "...better than it is."

The goal of the *Roadmap to Civic Engagement* is to help individuals from all walks of life make their town, their community, their county, their world, "better than it is."

# What is Citizenship and Civic Engagement?

Citizenship and civic engagement are commonly used terms and expressions and yet they both resist simple definitions. Sometimes they are used interchangeably, other times as separate and distinct concepts. One dictionary defines citizenship as, “the status of a citizen with its attendant duties, rights, and privileges.” There is, unfortunately, no dictionary definition for “civic engagement.” But the dictionary does define the words “civic” and “engaged,” and these definitions could be combined to provide a framework for understanding. That definition might read:

**civic:** relating to community; connected with the duties and obligations of belonging to a community; and

**engagement:** to involve someone in an activity, or to become involved or take part in an activity.

Or simply, “Civic engagement is the involvement in an activity related to community, often connected with duties and obligations.”

So, if citizenship can be thought of as an understanding of certain “duties, rights and privileges,” civic engagement can be thought of as the activities associated with those particular duties, rights and privileges.

The following definition summarizes the broader scope of citizenship and civic engagement adopted in *A Roadmap to Civic Engagement*.

Citizenship or civic participation consists of **behaviors, attitudes and actions** that reflect **concerned and active membership** in a community. This includes the more traditional electoral citizenship activities, such as **voting, serving** on nonprofit boards or school boards, as well as less traditional forms of political participation, such as **community organizing** and **social activism**. It includes participation in **small neighborhood-based efforts** and the larger **national and international movements**.

*Taken from The State of Service-Related Research.  
The Grantmaker Forum on Community and National Service*

*A Roadmap to Civic Engagement* focuses primarily on cultivating an understanding of the behaviors, attitudes and actions that reflect concerned and active membership in a community and will engage participants in real-life opportunities to apply that knowledge, both locally and globally. Through participation in an active service-learning process participants will

examine a variety of community settings, learn to identify a community's assets and needs, and gain an understanding of how to develop strategies for meeting genuine community needs utilizing academic and community resources.

This program is best understood as a *Roadmap* to action. It is not just learning about citizenship -- it is participating in citizenship and civic engagement in the broadest sense that is reflective of concerned and active membership in a community. And, it is not just about members of a community being active. It is also about developing a personal understanding of those behaviors, attitudes and actions that help to define civic engagement.

# What is A Roadmap to Civic Engagement?

"In a democratic society we must live cooperatively, and serve the community in which we live, to the best of our ability. For our own success to be real, it must contribute to the success of others."

*Eleanor Roosevelt*

Roadmaps are helpful tools that are especially useful for planning trips. In addition to providing directions for reaching a particular destination, they also provide useful information about the conditions of the roads and highlight various hazards. Roadmaps also provide useful information about the destination itself. The more complicated the route, the more valuable the map.

Although on the surface it might seem fairly straightforward, civic engagement is actually a complicated subject. It seems impossible to find an accepted definition of the concept, which can make it difficult to understand. Is civic engagement a set of actions like voting or political activism? Is it a set of beliefs or values? Is it a set of skills? Is it knowing certain information about how government works? *A Roadmap to Civic Engagement* explores these questions and allows participants to discover their own answers.

*A Roadmap to Civic Engagement* is based on a methodology of active learning known as service-learning. Service-learning teaches important lessons using community service as a classroom. Service-learning allows participants to develop skills, knowledge and understanding in a context of meeting important community needs. For more information about service-learning, see "What is Service-Learning?" in the following section.

This manual is built around a framework developed by Service-Learning Northwest called the Six-Step Model of Service-Learning. The Six-Step Model is a project planning and development tool based on the fundamental elements of quality service-learning practice. For more information about the Six-Step Model, see "What is the Six-Step Model?" in the following section.

As participants follow this *Roadmap* they will discover what it means to, as Eleanor Roosevelt said, "live cooperatively and serve the community" as active members of a democratic society. And, just as important, participants will discover that for personal success to be real, "it must contribute to the success of others."

*A Roadmap to Civic Engagement* combines learning about citizenship with real life experiences to help participants gain an understanding of the broader concept of citizenship in action or civic engagement.



# What Is Service-Learning?

A *Roadmap to Civic Engagement* utilizes a methodology known as service-learning to ensure that action has understanding and that learning has meaningful expression.

## Two Settings for Service-Learning

Over the years, academic service-learning has gained acceptance within many schools as an effective teaching methodology. Academic service-learning focuses on providing academic instruction through service experiences. It connects classroom learning and community service, using the service as a context for teaching. But, more recently, community based organizations that were exposed to service-learning through partnerships with students from schools began to see the potential for service-learning in community based settings. Organizations began to look for ways to adopt the principles of service-learning for a non-classroom setting. A new understanding of service-learning began to emerge.

## Academic Service-Learning

The Office of Academic Service-Learning at Eastern Michigan University defines academic service-learning as, "a teaching methodology that utilizes community service as a means of helping students gain a deeper understanding of course objectives, acquire new knowledge, and engage in civic activity." (2001)

## Community Based Service-Learning

Community based service-learning, on the other hand, focuses on the same goals but with a different perspective and emphasis. Community based service-learning can be defined as an approach to service that intentionally enhances the learning opportunities by identifying specific learning goals and incorporating structured reflection activities into the service experience. While fulfilling the mission of an organization through the use of volunteers, opportunities for academic and skill development are identified and designed into the service. These lessons are reinforced through an effective practice known as reflection. In this way the strength and benefit of service-learning can transform the activity from simply service to service with lifelong lessons. Organizations benefit from volunteers who are more committed and more deeply engaged in the work of meeting the organization's mission.

### Three Defining Characteristics

There are three essential, or defining, characteristics of service-learning that virtually all definitions contain. It is the presence of these common elements that distinguish service-learning from other hands-on and project-based learning experiences.

**CLEAR LEARNING OBJECTIVES.** As the concept and practice of service-learning expands to include a number of settings outside the traditional classroom, the focus must still remain on intentional learning.

**MEET GENUINE COMMUNITY NEEDS.** The strength of service-learning is that learning is utilized to make a real difference. It is in the authenticity of the work involved that young people find the power of learning. The significance of the service performed also enhances the personal, social and civic development of the participant.

**SYSTEMATIC REFLECTION.** One of the most powerful and important components of high impact service-learning is reflection. Rather than being viewed as a summary of activity, reflection is understood to be an effective form of teaching which, when coupled with clear learning objectives and genuine community need, has the power to strengthen service and learning while also transforming the learner and teacher.

### Three Additional Essential Elements

In addition to the three defining characteristics of service-learning, Service-Learning Northwest includes three additional Essential Elements that are important components of quality practice. These additional elements include:

**YOUTH VOICE.** The role of youth voice in developing service-learning activities is an important component in increasing positive impact.

**MEANINGFUL SERVICE.** To strengthen the impact of service-learning activities, it is also important to have young people participate in meaningful service and to understand the important role they play.

**PARTNERSHIPS.** Increasing the number of stakeholders not only increases the immediate impact of a project, but also helps service to continue.

*A Roadmap to Civic Engagement is designed around a service-learning planning and implementation strategy that features the Six Step Model for Effective Service-Learning.*

## What is the Six-Step Model?

The Six-Step Model is a service-learning planning and development tool created by Service-Learning Northwest (SLNW). It incorporates all of the important components that are fundamental to a successful service-learning experience.

The Six-Step Model is built around six Essential Elements of Service-Learning<sup>1</sup>.

- Clear learning objectives requiring the application of concepts, content and skill;
- Service tasks meet genuine community needs;
- Reflection occurs throughout the experience and is a central force;
- Participant voice is maximized throughout selection, design, implementation, and evaluation of the service-learning project;
- Service outcomes are significant;
- Partners are involved from the key stakeholder groups.

### The Six-Step Model

#### **Step One: Discuss**

Discuss the concept of “community.” This process will help participants develop an understanding of what makes up a community, identify the varied communities each person belongs to, and examine how communities have different needs that must be met. This step helps participants form a connection to their community as they identify needs, issues, and problems facing the various communities to which they belong.

#### **Step Two: Investigate**

Gather information regarding the needs of various communities. This can include surveys, needs assessments, asset maps and other resources.

#### **Step Three: Address**

Examine the possibilities for meeting identified needs. Determine what resources and skills will be required to meet different needs. Is a service or solution feasible given the available resources, including time? Discuss the possibilities and choose a targeted need to be addressed.

<sup>1</sup> National Service-Learning Cooperative, 1999

**Step Four: Plan**

Develop a plan of action and design a project to meet the selected need(s). Identify learning objectives and make academic connections. Determine what skills and knowledge will be taught and assessed, and how. Determine what individuals and/or agencies need to be involved. Build partnerships and determine roles and responsibilities of all involved.

**Step Five: Execute**

Perform the planned service activity. This should encompass more than one event and may include outcomes from the previous steps.

**Step Six: Review**

Examine the impact of the service and the learning. Identify if the targeted goals were met, what was produced, and who benefited. This is the point for completion of the reflection process. A celebratory event is also part of this final step and is a good opportunity for participants to recognize themselves and other volunteers, as well as be recognized by others for their efforts.

# How to Use This Manual

A *Roadmap to Civic Engagement* is a program comprised of seven units. Units are designed for a 90-minute learning/activity session to take place once per week for optimum effectiveness. Each unit is designed in such a way that, if necessary, it can be divided into separate 45-minute sessions. There are also several Exploratory Service Activities that help expose participants to various service areas in the community.

This manual has been written in a structured, straightforward and detailed manner so that novices and skilled facilitators alike will find what they need to successfully lead participants through the program. Each unit is organized in the same format and includes:

- ACTIVITIES** Each unit and every session opens with specific activities that help build team and community identity, as well as introduce and reinforce the lesson. These essential activities focus participants' attention on the unit's objectives and also set the stage for the reflection.
- LESSONS** Lessons often involve discussion and exploration. Some will include activities that will focus on an issue relevant to the session topic.
- REFLECTION** Reflection is an essential component of each unit. Reflection will include a variety of activities and forms, including journals, artwork, group share, and other appropriate reflection activities that are used to reinforce the unit lesson.
- ROAD SIGNS** Look for these hints and clues that will help direct activities along the way.

# ROADMAP to Civic Engagement

## Exploratory Service Projects

### *Supplemental Activities*

A central component of the *Roadmap to Civic Engagement* asks young people to identify, design and implement a service-learning project that engages participants in meeting genuine community needs. To further develop the impact of service on participants, early involvement in additional service opportunities has been included to supplement the primary service-learning project. These one-time service activities, called Exploratory Service Projects, are designed to expose participants to a range of service opportunities to meet a variety of community needs. These projects are intended to be facilitator planned, basic, one-time service activities designed primarily to expose participants to various opportunities for service in their community.

There are a number of added benefits to incorporating one or more Exploratory Service Projects into the *Roadmap* program. Participating in additional service activities strengthens one's sense of personal empowerment. Including these projects exposes participants to a variety of community issues and significantly increases participants' sense of community awareness. Additional service-learning projects also help develop an individual's personal awareness. And, obviously, Exploratory Service Projects increase the amount of service provided to the community that each group provides.

Service projects should expose participants to different types of needs within their community. Below are some project ideas divided into three service focus areas.

### Exploratory Service Project Ideas

<b>SOCIAL JUSTICE</b>	<b>ENVIRONMENTAL</b>	<b>HUMAN SERVICES</b>
Food bank / food drive Media literacy Homeless shelter Domestic violence Peace Gun control, gun safety Bullying Computer literacy Digital divide	Trail maintenance Recycling Watershed Computer recycling Invasive plants Tree planting Stream clean Energy audits for homes, schools or businesses	Mentoring / tutoring Day care center Book drive Elder home care / repair Nursing home visit Toy drive Bicycle repair clinic Single mom support / babysitting, home repair

## ROADMAP Manual Overview

Each unit of the *Roadmap* engages participants in meaningful lessons, activities and reflections to broaden their understanding of civic engagement. Participants go beyond focusing on a particular issue or cause, and develop a deep connection to the assets, values, resources, and needs within their own community.

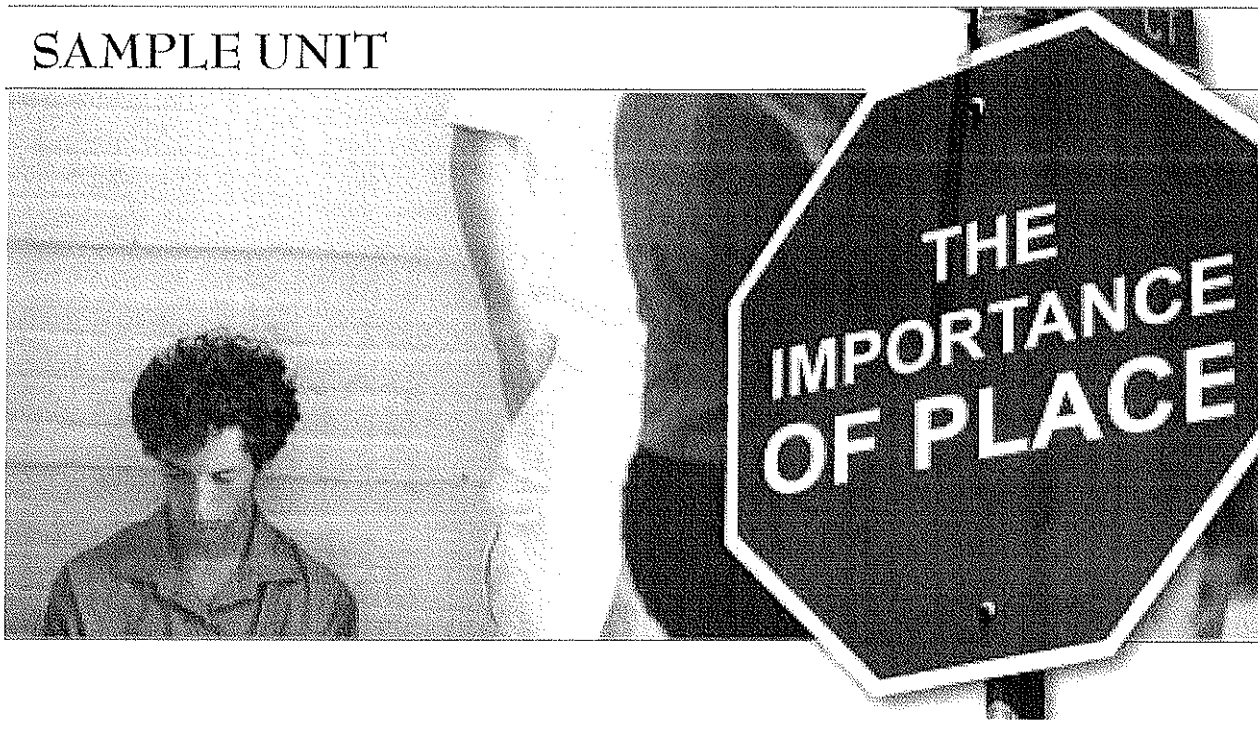
The Roadmap begins with a focus on the concept of “community,” helping participants understand how the concepts of safety and common needs play into the development of a community. Next, in Units 2 and 3 participants deepen their connection with their own community. Community asset maps are developed as a means of identifying the wealth of resources available. Participants explore the history of their community to learn more about how communities originate and change over time.

In Unit 4, participants are taught that behind the issues, causes or situations we feel compelled to change, are universal needs that we all have in common. Participants begin to develop a “needs vocabulary.” In addition, they will create a continuum of local to global issues of concern, and learn to link these issues back to universal human needs.

In Units 5 and 6, participants will enhance their trust that one person, and one voice, can make a difference. Drawing on historical examples, participants will discover a rich heritage around the roots of citizen voice and democracy. They will learn more about democratic voting, consensus decision-making, and moving from community needs to solution-oriented actions.

Unit 7 is designed to provide a space for reflection and celebration on what each participant has learned through the Roadmap program. Participants will be led through formal reflection activities, and a formal celebration where accomplishments can be recognized and acknowledged.

## SAMPLE UNIT







## Unit 2: The Importance of Place

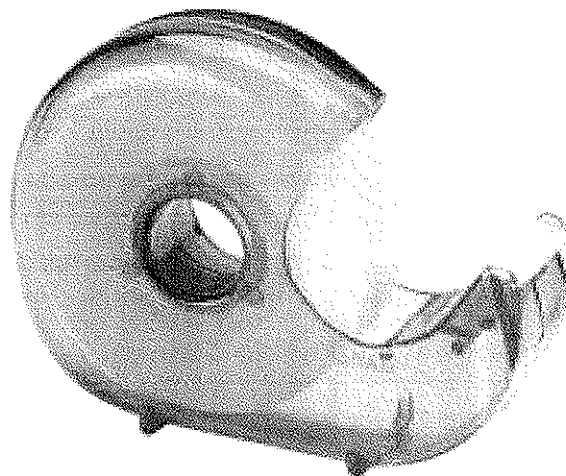
### UNIT OVERVIEW

Where did your community originate from? What assets make your community valuable or meaningful to its members? Participants will strengthen their connection to their local community by exploring its history, and discovering what influenced its current state. Participants will begin to develop community asset maps.

UNIT 2		
2A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	<b>The Gift</b> Goal: To help participants recognize the unique gift they provide their community.	5 minutes
Lesson	<b>Our Town</b> Goal: To help participants understand the life of their community in the broader context of history.	30 minutes
Reflection	<b>My History</b> Goal: To help participants understand history as a current blending of daily choices and decisions made by ordinary people.	10 minutes
2B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	<b>Rules Rule</b> Goal: To understand how rules provide a community structure toward obtaining goals.	15 minutes
Lesson	<b>Who Makes the Rules?</b> Goal: To understand the people and organizations behind a given rule or law.	20 minutes
Reflection	<b>Power Source</b> Goal: To help participants understand laws and policies as part of a system that individuals can change.	10 minutes
TOTAL UNIT TIME		90 minutes

### Supplies:

- ☐ Envelopes (one per person)
- ☐ Small slips of paper (one per person)
- ☐ Pens/pencils
- ☐ Markers
- ☐ One or more local speakers
- ☐ Journals
- ☐ One object per group of 4-5 participants
- ☐ Open space
- ☐ Rules Rule handout (Appendix, page 146)
- ☐ Flip chart paper and markers
- ☐ Phone books (from several areas, if available)
- ☐ Power Source worksheet (Appendix, page 148)



UNIT 2		
2A	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	<b>The Gift</b> Goal: To help participants recognize the unique gift they provide their community.	5 minutes
Lesson	<b>Our Town</b> Goal: To help participants understand the life of their community in the broader context of history.	30 minutes
Reflection	<b>My History</b> Goal: To help participants understand history as a current blending of daily choices and decisions made by ordinary people.	10 minutes

## UNIT 2A: ACTIVITY

**The Gift****Goal:**

To help participants recognize the unique gift they provide their community.

**Description**

This activity will introduce participants to the concept of personal and community assets. Participants will examine and celebrate the assets or "Gifts" present within their newly-formed group. Each participant will take a moment and consider what "gift" they possess. Participants will then write that personal gift (characteristic) on a piece of paper and place it in an envelope. Once the envelopes have been shuffled each participant will take an envelope, open it and read the gift to the rest of the group.

**Supplies:**

- ☐ Envelopes (one per person)
- ☐ Small slips of paper (one per person)

## Unit 2: The Importance of Place

- ☐ Pens or pencils
- ☐ Markers

### Directions

1. Ask everyone to sit in a large circle. Keep enough space to allow for privacy as they write.
2. Give out a slip of paper, something to write with, and an envelope to each person.
3. Say or paraphrase the following:

“Every person is a unique individual. And, each person here has a quality that is their own special characteristic, what can be thought of as their gift. It might be honesty, or being a good friend, or a good listener, or loyal, or a hard worker, or gets good grades, or they are funny. Take a minute and think about what it is about you that is special, that is a gift that you bring to this group. Even though you will probably have several gifts, write down the one that you like the most and put it in the envelope.”
4. Have someone gather up all of the envelopes.
5. Shuffle the stack of envelopes and redistribute them to the participants.
6. Go around the circle and have each person read the gift in the envelope. If you included names, have them read those as well. If the group is new to each other, read the name first, have that person identify him/herself and then read the gift.
7. Have someone list each of the gifts on a separate piece of paper. Place an additional mark beside gifts mentioned more than once.
8. Gather up and save the envelopes.
9. Ask participants to look at the various gifts their group includes and give themselves a round of applause for the varied gifts they possess.

Sometimes sharing personal gifts can be uncomfortable for individuals. In this activity gifts can either be kept anonymous or, if it is appropriate for the group, names can be added to each person's gift. The advantage of including names is that it connects participants with gifts. It also allows participants to connect with others who share similar gifts. The danger is that some of the participants might feel vulnerable as others might disagree with a participants' self-assessment or worse, be ridiculed.



Notes:

UNIT 2A: LESSON

## Our Town

### Goal:

To help participants understand the life of their community in the broader context of history.

### Description

In this lesson, participants will look at the history of the local community and what “gifts” (personal, natural resources, financial, etc.) were necessary for the growth of the community. Activities and discussions will help participants understand the life of their community in the broader context of history.

### Supplies:

- ☐ One or more local speakers

### Directions:

Begin with an activity called Wagon Wheel. Wagon Wheel allows participants to share and receive information from each other by practicing active listening skills.

#### Wagon Wheel Directions:

1. Have participants count off by two's. Be sure that there are two equal groups. The facilitator can participate if necessary.
2. Ask all number one's to stand in a circle facing in, with an arm's length between each person. Now ask participants to turn around and face outward from the center of the circle.
3. Have the number two's form an outer circle facing the number one's. Every person should have a partner. Explain:  
“I will ask a question. First one group will have time (usually one minute) to answer a question. The other group can only listen. No verbal responses are allowed. During this activity you will not only be sharing your thoughts when it is your turn

to talk, each person will also be practicing active listening skills. What are some active listening skills (eye contact, nodding, smiling)?"

Once each group has answered the question, rotate the circles. You can have one circle move three partners in one direction (left or right) and announce the next question.

For a higher level of activity have one circle move 3 or 4 partners left. Then have the other group also move 3 or 4 partners to the left. Then move one group back to the right, etc. At each stop, partners can introduce themselves before moving to their final spot where they actually answer a question.

Questions should target the learning goals of this lesson. Here is a list of possible questions.

- What is your favorite pastime? Why? (builds community, relationships)
- If you could go anywhere in the world, where would you go? Why? (builds connections to interests and helps to increase geographical awareness)
- What is your favorite food? And where is your favorite place to get it? (local community awareness)
- What do you like best about your town and your community? Why? (community connection)
- What is the best thing about your school? Why? (values, personal perspective)
- Who is your hero? Why? Don't have one? Why not? What should a hero be like? What would it take to become your hero? (personal values, history)
- If you could change one thing in the world, what would it be? Why? (personal values and motivation)



**Debrief:**

Ask volunteers to share some of the answers they heard to specific questions. If appropriate, have participants identify the individual who made the statement. For example, someone might say, "I heard Jennifer say that her favorite place to eat is Applebee's over on 99<sup>th</sup> street." Or, "David would like to go to Alaska because he loves mountain climbing and he wants to hike there." This can help build stronger connections.

Following the Wagon Wheel activity have the group sit to "Hear the Story" of their local community from a guest speaker.

**Hear the Story**

Have guest speakers share some history about the local community.

- ✓ Be sure to properly prepare the guest speakers so that they clearly understand the goals and the time allotment. If possible, allow time for participants to ask questions.



**Guidelines for guest speaker:**

For the highest impact, the history of the local community must be concise and specific. In advance, try to determine just two or three of the most important pieces of information about your community history and ensure that the participants clearly understand those facts. Too much information will take too long and will likely be lost. Focus on a couple of key points or events. Also, include a brief account of what decisions led the speaker to the community.



UNIT 2A: REFLECTION

## My History

### Goal:

To help participants understand history as a current blending of daily choices and decisions made by ordinary people.

### Description

Participants will identify two or three events that have influenced their lives. Then, time permitting, they will picture their future history and identify choices that will lead to that future history.

### Supplies:

- ☐ Journals
- ☐ Pens/pencils

### Directions

1. Pass out journals.
2. Then say or paraphrase:  
"Each person is here today because of decisions that were made by them and by others. Think about what decisions had to be made for you to be here today. What decisions were made that brought you to this community? (i.e. Family moved to town for employment, to be closer to other family, etc.) In your journal, write the following statement - "If my \_\_\_\_\_ (or If I) didn't \_\_\_\_\_ then I wouldn't have \_\_\_\_\_."  
Fill in the blanks (or draw a picture) in your journal.
3. If time allows, ask:  
"Think about your future. Where do you want to live? What do you want to do? What kind of decisions would you have to make to reach those goals? Write in your journal: In the future I hope to \_\_\_\_\_. In order to do that, I need to \_\_\_\_\_."

## Unit 2: The Importance of Place

### UNIT 2

2B	DESCRIPTION AND GOAL	MINIMUM TIME
Activity	<b>Rules Rule</b> Goal: To understand how rules provide a community structure toward obtaining goals.	15 minutes
Lesson	<b>Who Makes the Rules?</b> Goal: To understand the people and organizations behind a given rule or law.	20 minutes
Reflection	<b>Power Source</b> Goal: To help participants understand laws and policies as part of a system that individuals can change.	10 minutes

#### UNIT 2B: ACTIVITY

### Rules Rule

#### Goal:

To understand how rules provide a community structure toward obtaining goals.

#### Description

This activity demonstrates the importance of knowing the rules of a game in order to successfully accomplish a goal -- in this case, successfully completing the relay. As small teams, participants will be asked to complete a simple relay without knowing the rules. Every time a rule is broken the team must start over. Rules will be revealed incrementally.

This activity will help demonstrate how difficult and frustrating it can be to try to accomplish a goal when the process is not clearly understood, particularly if participants do not get to create the rules, or if the rules seem confusing.

This game is a simple relay race (but with unusual rules) that requires members of a team to move across an area and retrieve an object. On the surface it seems like an easy task. However, there are very specific rules for moving, for picking up the object and for returning it.

### **Supplies:**

- ☐ One object per group of 4-5 participants
- ☐ Open space
- ☐ Rules Rule handout (Appendix, page 146)

### **Directions**

1. Break the group into small teams of any size. Three to five members to a team is ideal.
2. Set the objects opposite from the starting line at least 20 feet away, but not so far that participants get too tired.
3. Have each team identify themselves with a number or a name.
4. Say or paraphrase:
 

“As a team, you will send one member at a time to retrieve the object and return it to the start line. Continue until all team members have retrieved the ball and returned it to the start line.

“This game has a catch. There are specific rules that you must follow, but you have to work together to figure out what those rules are. Each step has its own rule. If you break a rule, I will ask you to begin again. The first team that retrieves all of the objects wins.”
5. Line up in a row. When the first participant is ready, shout “go!”
6. When a rule of the game is broken, shout out the team’s name and ask them to start over. Give each participant two attempts to successfully retrieve and return the object. After two attempts, the participant should move to the back of the line and the next participant will try.

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7. After three team members have been unsuccessful, allow the next person in line to come and obtain a copy of the list of the rules, listed in random order (Rules Rule handout).
8. The participant returns and shows the rules to the other team members.
9. Team members must decide which rule is first and then the next team member in line tries the selected rule.
10. If unsuccessful, the team member must return and attempt a different rule. Since all teams are using the same set of rules, teams can learn from each other's success (or failure).
11. Once the proper order of the rules has been discovered, each team member must complete the relay.
12. The first team to have all members complete the relay wins.

### **Rules**

**Step 1** (to reach the object). Hop twice on one foot and then twice on the other.

**Step 2** (once the object is reached). Circle the object twice.

**Step 3** (to return the object). Using feet and walking backward, push the object back to the start line.

**Step 4** (to replace the object). Pick up the object and skip back to replace it for the next team member.

**Step 5** (to complete). Run back to the start line and tag next team member.

Groups may get frustrated and want to quit. Encourage them to continue. However, quitting is acceptable; in fact that is the point. People often quit because they get frustrated when they try to make a difference and don't know the process.

UNIT 2B: LESSON

## Who Makes the Rules?

### Goal:

To understand the people and organizations behind a given rule or law.

### Description

Participants will discover who makes various rules, how they are made and who enforces them.

### Supplies:

- ☐ Flip chart paper and markers
- ☐ Phone books (from several areas, if available)
- ☐ Power Source worksheet (Appendix, page 148)

### Directions:

1. Say or paraphrase:  
"Are rules good or bad? Why? We all have rules we must follow. But who makes the rules? Let's make a list of who makes the rules."
2. As the responses are listed ask;
  - "What rules do they make?"
  - "Who enforces the rules?"
  - "How can they be changed?"
3. On the flipchart paper or a whiteboard make four columns. One will be for the Rule Makers, one for the Rules, one for the Enforcers and one for Change Agents. Then add:  
"In order to make a change, we need to recognize that policies and laws are part of a process, part of a system. To make a change requires that we understand that system and to know whom actually is responsible for making the decision, for enforcing that decision and how those decisions can be changed. For our discussion we will talk about four elements

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of that system. The four elements are Rule Makers, Rules, Enforcers, and Change Agents. Rule Makers are those who actually determine a policy or a law like speed limits, dress codes, curfews, recycling, or graduation requirements. Rules are the official policy, law or rule created by the Rule Makers. Enforcers are the ones responsible for making sure the laws are obeyed or the policies are enforced. The Change Agents are the various methods we can use to influence the Rule Makers' decisions.

4. Then ask: "Who makes the rules in our community?"
5. Using the phone book (and phone calls if necessary), determine what kind of local government exists (manager, mayor, city council, commissioner).
6. Determine if there are any state agency offices in your community.

### **JUMPSTART**

Have some examples ready that the group can identify with. Rule Makers could be government, school boards, parents or employers. Rules could include speed laws, dress codes, curfews, school attendance and work schedules. Enforcers could be police, school principals and bosses/managers. Change Agents could include changing laws, changing elected officials, negotiations, advocacy and direct action.



Notes:

UNIT 2B: REFLECTION

## Power Source

### Goal:

To help participants understand laws and policies as part of a system that individuals can change.

### Description

To understand how laws and policies are created it is necessary to understand who makes certain policies, who is responsible for enforcing them, and how policy makers can be influenced. Using the Power Source Worksheet participants will identify up to three laws or policy issues that they are interested in and consider who the Rule Makers and the Enforcers are and try to identify possible Change Agents.

### Supplies:

- ☐ Power Source worksheet (Appendix, page 148)
- ☐ Pens/pencils

### Directions:

1. Pass out the Power Source worksheet.
2. Explain:  
"This is a worksheet that will help us better understand how we can affect change in our community. Think of one, two or three rules that you can chart on the worksheet. They don't have to only be rules you disagree with or that you want to change. The goal is to figure out how the rules fit into the community system."
3. Write the rule or law in the Rules column. Then, try to determine who made the rule, who enforces the rule, and how the rule can be changed.
4. Have participants fold their worksheets and place them in their journals.



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**Rules Rule:**

Run

Hopping twice on one foot, then twice on the other

Push

Walk backward

Circle twice

Skip

---

**Rules Rule:**

Run

Hopping twice on one foot, then twice on the other

Push

Walk backward

Circle twice

Skip

---

**Rules Rule:**

Run

Hopping twice on one foot, then twice on the other

Push

Walk backward

Circle twice

Skip

## Power Source Worksheet

### Understanding and Charting Laws, Policies and Influence

Use this chart to identify laws and policies. Identify who makes them, who enforces them and how they can be changed. Begin by identifying a law, rule or policy and place that in the Rules column. Then find out who made the law or the policy. The phone book and a phone call can usually provide the answer. How is this law or policy enforced? Then try to determine how to influence those who make the laws, rules and policies.

Using this chart will help to focus activities on the proper source. For example, if the local school board sets the school dress code policy then the local principal and teachers are responsible for enforcing the policy. Appealing to the principal or teachers (Enforcers) to change a dress code policy will most likely be ineffective unless they are also the Rule Makers. To change a dress code policy would require appealing to the school board members. In order to be effective, the area of influence (Change Agents) must be identified. Then an action or activity can be designed to target that area of influence for maximum change effect.

Rule Makers	Rules	Enforcers	Change Agents
Who is responsible for setting policy or passing law?	List the law or policy	Who is responsible for ensuring compliance?	How are the Rule Makers influenced?
Boards, agencies, legislators, citizens, federal government	Laws, policies, rules, guidelines, regulations	Police, schools, governmental agencies, organizations	Elections, advocacy, boycott/boycott campaigns

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